

MRS. SPIELMANN'S 2ND GRA
Lesson Plans for Week of Oct. 20-

	DOL,Flag, Attendance	<u>Specials</u>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
	Flag Pledge, Lunch Count,PBIS	8:45- 9:15 - P.E.
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art
O	Spelling: Long vowels, o, oa, ow	
N	Challenge words in dict. Sentence	
D	Phonics Charts-# 19-20 titled:	
A	Gentle Cow; Cowscape	
Y	Flash Card Drill of Sight Words	
	Daily Oral Language	
	Character Education Word:	
	Respect	
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
T	Flag Pledge, Lunch Count,PBIS	8:45-9:15 - Music
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library/Counseling
E	Spelling:Long vowels, o, oa, ow	
S	Challenge words in dict. Sentence	
D	Phonics Chart - #19-20 Titled:	
A	Gentle Cow; Cowscape	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Respect	
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>
E	Flag Pledge, Lunch Count, PBIS	8:45-9:15 - P.E.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art
N	Spelling:Long vowels, o, oa, ow	
E	Challenge words in dict. Sentence	
S	Phonics Chart -# 19-20 titled:	
D	Gentle Cow; Cowscape	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Respect	
	<u>8:30-8:45</u>	<u>8:40-9:45</u>
T	Flag Pledge, Lunch Count,PBIS	8:45-9:15 - Music
H	Attendance, Daily Oral Lang.	9:20-9:50- Library
U	Spelling: Long vowels, o, oa, ow	
R	Challenge words in dict. Sentence	
S	Phonics Chart # 19-20 Titled:	
D	Gentle Cow; Cowscape	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Respect	
	8:30-8:45	<u>8:40-9:45</u>
	Flag Pledge, Lunch Count, PBIS	8:45-9:15 - P.E.

F	Attendance, Daily Oral Lang.	9:20-9:20 - Art
R	Spelling: Long vowels, o, oa, ow	
I	Challenge words in dict. Sentence	
D	Phonics Chart -#17-18 Titled:	
A	Gentle Cow; Cowscape	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Respect	
		<u>CURRICULUM OBJECTIVES:</u>
	Math Objective: Students will learn how to	identify various shapes and 3-D objects
	Shared Reading Objective:	: Use appropriate listening skills, as well as
	Spelling Objectives -	long vowels: o, oa, ow
	Oral Language Objective: Practice Speaking and listening skills.	
	Science Objective: Students will understand	how animals live in the Woodland Forest
	SuccessMaker Objective: Use targeted practice and interventions on the computer	
	Guided Reading Objective: Find author's message in a story; describe how story is told	
	Explicit Oral Language Objective: Oral reading and discussion using poetry	
	Weekly Reader Objective: students	reading informational text
	Social Studies - Students will learn about	about how to read a map and find locations
		<u>STATE STANDARDS:</u>
	Reading Standards: Indicator 1-	Students can recognize & analyze words and sentences
	Writing Standards: Indicator 1:	Students can apply the writing process
	Listening and Viewing Standards: Indicator 1:	Students are able to use various media
	Math Standards: Indicator 1:	Use procedures to transform algebraic expressions
	Science Standards: Indicator 1:	Understand the nature and origin of scientific knowledge
	Social Studies Standards: Indicator 1:	Analyze U.S. historical eras to determine their impact
	Technology Standards: Indicator 1:	Students recognize & demonstrate skills
		<u>COMMON CORE STANDARDS:</u>
	Language Arts:	Ask who, what, where, when, why, and how
	Mathematics:	Extend understanding of base ten systems
	Reading	Ask who, what, where, when, why, and how
	Writing:	Write Opinion pieces in which they introduce an issue or topic, state a position, and support it with reasons and relevant evidence
	Speaking and Listening:	Participate in collaborative conversations with diverse partners about grade-appropriate topics
	Language Arts:	Participate in collaborative conversations with diverse partners about grade-appropriate topics
	Math	Make sense of problems and work on them persistently and persevere in solving them
	Technology Standards:	Select from several teacher-directed instructional strategies
	Social Studies Standards:	Analyze U.S. Historical eras to determine their impact
	Science Standards	Make a timeline to indicate the life cycle of a plant or animal

GRADE			
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<u>Guided Reading</u>	<u>Poetry / Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	11:30-11:35	11:35-11:50	12:05-12:35
Guided Reading & Conferencing	Explicit Oral		
Oral & Silent Rdg: Apples for Sheep and Goat; Country Show	Language on various		
Students will review information on KWL; finish a story map;	current topics .		
Genre study & Guided Rdg. Group	Read Aloud		
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing	Poems with Skill Building Lessons.		
CAFE components (RL.2.1)			
<u>10:00-11:30</u>	<u>Poetry/Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
10:00-11:30	11:30-11:35	11:35-11:50	12:05-12:35
Guided Reading & Conferencing			
Oral & Silent Rdg: Rooster's Sore Throat; Down on the Farm (RL.2.1)	Character Education		
Story Plot, major and minor characters; settings, sequence events, predict author's message	activities on using Respect and being respect.		
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Comp.	Read Aloud Poems		
<u>10:00-11:30</u>	<u>Poetry/Ch.Ed.</u>	<u>Recess</u>	<u>Lunch</u>
10:00-11:30	11:30-11:35	11:35-11:50	12:05-12:35
Guided Reading & Oral Rdg.(RL.2.1)	Explicit Oral		
The Golden Goose	Language on various		
Events, predict author's message the narrative & intended audience	current topics. Read		
Describe how setting is conveyed & similarities. Daily 5: Read to Self; Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Components	Aloud Poems With Skill Bldg. Lessons		
<u>10:00-11:30</u>	<u>Character Ed.</u>	<u>Recess</u>	<u>Lunch</u>
10:00-11:30	11:30-11:35	11:35-11:50	12:05-12:35
Oral & Silent Reading: (RL.2.1)			
The Day in a Life of a Fish	Students will be learning about ways to be respectful		
Write about how to compare this story to another story. Discuss the author's message of the story.	Read Aloud Poems with Skill Bldg.		
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing			
CAFE components			
<u>10:00-11:30</u>	<u>Character Ed.</u>	<u>Recess</u>	<u>Lunch</u>
10:00-11:30	11:00-11:15	11:35-11:50	12:05-12:35
Oral & Silent Reading of:(RL.2.1)			

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SSR Time/ Silent Reading	Ticket to Read Computer Cla
12:35-12:55	12:55-1:15
	Self-paced interactive
	courseware in
	content areas of reading
	and math in the computer
	lab. at each students' individual
	level.
SSR Time/ Silent Reading	Ticket to Read Computer
12:35-12:55	Class
	12:55-1:15
	Self-paced interactive
	courseware in
	content areas of reading
	and math in the computer
	lab at each students' individual
	level.
SSR Time/ Silent Reading	Ticket to Read Computer
12:35-12:55	12:55-1:15
	Self-paced interactive
	courseware in
	content areas of reading
	and math in the computer
	lab. at each students' individual
	level.
SSR Time/ Silent Reading	Ticket to Read Computer
12:35-12:55	12:55-1:15
Progress Monitor RTI	Self-paced interactive
Students	courseware in
	content areas of reading
	and math in the computer
	lab. at each students' individual
	level.
SSR Time/ Silent Reading	Computer Projects
12:35-12:55	12:55-1:15

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<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creative Writiing</u>
1:15-2:00 (NBT.2.1	1:55-2:00	2:00-2:15	2:15-2:30
Pg.2.5-2.6 Students will be learning about solving problems w/ unknown change.	Oral reading and discuss. of explicit		Students will be composing
Practice Enrich.7.1.5students will solve problems from words	oral language using poetry books.		various stories to enhance
Problem of the Day.			the importance
Mad Minute Tests; CGI Problems	Moral		of learning
Flash card drill of add. Facts	instructions		various writing
Students will use algebra concepts to solve equations.			skills.
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creative Writiing</u>
1:15-2:00	1:55-2:00	2:00-2:15	2:15-2:30
Pg.2.7-2.8. Student will be working with problem solving	Students will read		Students will be composing
Practice Enrichment:Promethean	and		various stories
7.2 for reteach and practice.	understand		to enhance
Problem of the Day. Mad	various		the importance
Minute Tests. Flash card drill	forms of		of learning various
of addition facts. CGI Solve	poetry.		writing skills.
everyday problems in math.			
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>
1:15-2:00	1:55-2:00	2:00-2:15	<u>Rhyme Charts/RTI</u>
Pg.2.9-2.10 Students will be learning about doubles & +one	Oral reading and discuss.		2:30-3:00
7.3 for reteach with practice.	of explicit		Involved sharing
and problem solving. Problem	oral language		of spelling & rhyme
of the Day. Mad Minute Tests.	using poetry		charts and books.
Flash card drill of addi. Facts.	books.		Students will look
Students will understand			up spelling words
place value. CGI problems			in dictionary.
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>
1:15-2:00	1:55-2:00	2:00-2:15	<u>Rhyme Charts/RTI</u>
Pg. 2.12-2.14 Students will be working with combinations	Students will read		2:30-3:00
problem solving & daily reasoning	and		Involved sharing
7.4- Enrichment. Promethean	understand		of spelling & rhyme
Problem of the Day.	various		charts and books.
Mad Minute Tests. CGI Problems	forms of		Students will
Flash card drill of add. facts.	poetry.		use list words
Using problem solving skills			in sentences.
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>
1:15-2:00	1:55-2:00	2:00-2:15	<u>Rhyme Charts/RTI</u>

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<u>RTI</u>	<u>Science/S.Studies</u>	
<u>2:30-3:00</u>	<u>Weekly Reader/JA</u>	
(Response to Intervention)	3:00-3:25	
	Science-pg.A42-A50	
Students will	Students will be	
learning about	learning about how	
story on line stories.	scientists are studying	
	bear cubs.	
	<u>Weekly Reader-</u>	
	We will be learning about	
	why bones are important.	
	<u>Dismiss - 3:30</u>	
<u>RTI</u>	<u>Social Studies - Pg 66-69</u>	
<u>2:30-3:00</u>	<u>3:00-3:25</u>	
(Response to Intervention)	Students will learn	
	about the various	
Students will work	heroes and holidays.	
on reading to someone		
	<u>Dismiss - 3:30</u>	
<u>RTI</u>	<u>Social Studies- 3:00-3:25</u>	
<u>2:30-3:00</u>		
(Response to Intervention)	Students will learn about	
	what animals are	
Students will be	American Heritages.	
working on Story Sparkers.	Use Promethean Board	
	for learning about	
	heritages of many	
	families.	
	<u>Dismiss - 3:30</u>	
<u>RTI</u>	<u>Weekly Reader - 3:00-3:25</u>	
<u>2:30-3:00</u>	Students will make	
(Response to Intervention)	posters in small groups	
	depicting all kinds	
	of life cycles.	
Students will be		
working on Comprehension	We will find various	
and Fluency; iPad - take	life cycles on the	
	Promethean Board	
	<u>Dismiss - 3:30</u>	
<u>RTI</u>	<u>Weekly Reader-3:00-3:25</u>	
<u>2:30-3:00</u>	Students will be learning	

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